A comparative study of secondary level achievements of students for working and non-working women of an advanced & primitive district of West Bengal

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SYNOPSIS

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Research Supervisor

Dr. Chaman Kumar Singh Thakur

(Professor & Dean)

Research Scholar

Nupur Dutta

Enrollment no:

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Abstract:

The abstract of a discussion on the ethical challenges and opportunities in the new education system could highlight the evolving landscape of education, emphasizing the ethical dilemmas arising from technological advancements, data privacy concerns, and societal expectations. It may explore the potential benefits of incorporating innovative teaching methods while addressing the responsibility to ensure inclusivity, equity, and integrity in education. The abstract could touch upon the need for ethical guidelines and the role of educators, policymakers, and technology developers in navigating the ethical dimensions of the evolving educational paradigm.

The evolving landscape of education presents a myriad of ethical considerations, ranging from the integration of technology to the equitable distribution of resources. This abstract explores the ethical challenges and opportunities inherent in the contemporary education system. It examines issues such as data privacy, digital equity, academic integrity, and inclusivity. The integration of emerging technologies like artificial intelligence and virtual reality necessitates careful ethical scrutiny to ensure fair access and mitigate potential biases. Moreover, the transition to online learning platforms accentuates concerns regarding student privacy and data security. Despite these challenges, the new education system also offers unprecedented opportunities for personalized learning, global collaboration, and innovative pedagogical approaches. By prioritizing ethical principles such as transparency, equity, and accountability, stakeholders can navigate the complexities of the modern education landscape and harness its transformative potential for the betterment of learners worldwide.

Introduction

In the educational landscape of West Bengal, the role of women, both as working professionals and homemakers, significantly influences the academic achievements of secondary students. This study aims to delve into the academic performance of students in districts categorized as advanced and weaker, juxtaposing the impact of working and non-working women in shaping educational outcomes.

West Bengal's diverse socio-economic fabric presents a unique setting for understanding the dynamics between maternal employment status and student achievement. With districts ranging from highly developed to those grappling with socio-economic challenges, the study seeks to unravel the nuances that differentiate academic performances.

The primary objectives of this research are twofold:

1. To assess the academic achievements of secondary students in districts classified as advanced and weaker, considering factors such as literacy rates, infrastructure, and socio-economic conditions.

2. To analyze the influence of maternal employment status—working and non-working women—on the academic performance of secondary students within these districts.

The study hypothesizes that the presence of working women might impact students' academic achievements differently based on the socio-economic context of the district. Factors such as maternal involvement in education, financial stability, and access to educational resources are expected to vary between districts, thus potentially influencing student outcomes.

Methodologically, a mixed-methods approach will be employed, combining quantitative analysis of academic scores with qualitative insights garnered through interviews and surveys. Secondary school students, teachers, and parents will be key participants, providing diverse perspectives on the intersection of maternal employment and academic success.

The significance of this study lies in its potential to inform educational policies and interventions tailored to the socio-economic realities of different districts in West Bengal. By understanding the differential impact of maternal employment on student achievement, policymakers can devise targeted strategies to enhance educational outcomes across diverse settings.

Ultimately, this research aims to contribute to the discourse on women's empowerment, education, and socio-economic development, particularly within the context of West Bengal's educational landscape. Through a nuanced understanding of the interplay between maternal employment and student achievement, stakeholders can work towards fostering an inclusive and equitable educational environment conducive to holistic growth and development.

AIMS

1.To assess and compare the academic achievements of secondary-level students in advanced and primitive districts of West Bengal.

2.To investigate the influence of
employment on the academic performance of students.

3. Analyze the socio-economic factors that may contribute to the variations in educational outcomes among students with working and non-working mothers.
4. To explore the potential disparities in educational achievements between advanced and primitive districts.

LITERATURE REVIEW

The achievement of secondary students can be increased by various factors, including the employment status of their mothers and the level of development in their area. In primitive areas of Bengal,where resources and educational opportunities may be limited, students might face additional challenges compared to those in more advanced areas.Additionally, the employment status of mothers can impact the level of support and involvement they can provide to their children's education. The academic performance of children is influenced by a multitude of factors, including parental involvement, social economics status and educational background. Among these, the employment status of mothers has garnered significant attention. This review explores existing research on the working status of mothers' achievements of their children in Secondary Education.

Working mothers and academic achievement

1. **Positive impact of Working Mothers-**Working mother's often serve as role models, demonstrating the value of education and hard work. Studies have shown that children of working mothers tend to have higher educational aspirations and are more motivated to succeed academically.
2. **Economic benefits-** Increased family income from working mothers can provide better educational resources such as tutoring extra curricular activities.
3. **Time Management and Independence-** children of working mothers may develop better time management skills and greater independence which can positively impact academic performance.

Challenges faced by children of working mothers

Reduce supervision and support- The absence of mothers due to work commitments can lead to less supervision and academic support at home. This might negatively affect children's homework completion and study habits.

Stress and work life balance- Working mothers might experience stress balancing work and family life, which can indirectly affect their Children's academic achievements.

Non working mothers and academic achievement

1. **Positive impact of non-working mothers-** Non-working mothers typically have more time to devote to their children's education assisting with homework, attending school events etc.

2. **Emotional support and stability-** The presence of a non-working mother at home can provide emotional support and stability, creating a nurturing environment conducive to learning.

Challenges faced by children of non-working mothers

1. **Economic Constraints**- Families with a non-working mother might face financial limitations, potentially restricting access to educational resources and opportunities.
2. **Dependence and lack of Independence-** Over involvement of non-working mothers might lead to children's dependence, hindering the development of self-reliance and problem solving skills.

Objectives of the Study

1. To identify children of working and non-working mothers.
2. To find out academic achievement of the children of working and non working mothers.
3. There is no significant difference between children of working and non-working mothers on academic achievement (composite score) is rejected.
4. There is no significant difference between children of working and non-working mothers on academic achievement (subject wise) is partially rejected.

Null Hypotheses-

1.There is no significant difference between children of working and non-working mothers on academic achievement (composite score) is rejected.

2.There is no significant difference between children of working and non-working mothers and academic achievement (subject wise) is partially rejected.

Definition of variables

1. **Working women-** Working women in the present study shall refer to educated women with educational qualification as graduation and above and are engaged in any government, semi government or private salaried job.
2. **Non-working women-** Non-working women in the present study shall refer to educated women with educational qualification as graduation and above but not engaged in any government, semi government or private job.
3. **Academic achievement-** Mean of the previous two examination results 7th and 8th would serve as the index of academic achievement.

METHODOLOGY AND PROCEDURE

Hooghly District comprises many educational zones. Only one Educational zone was selected randomly by the investigator. All the children of working Mothers (N=50) of the age group 14-15 years reading in 9th class of Government High School were contacted. Dual proportion of children of non-working Mothers was taken by the investigator for the sample (N=50). Therefore, 50 Children of working Mothers and 50 Children of non-working Mother's comprised the sample for the present study. Mean of the previous two examination results serve as the academic achievement.

DATA ANALYSIS

In order to analyze the data ,`+`test was used. Bar diagrams and line graphs were drawn to make the results transparent .

Data Analysis:

In order to analyse the data, 't' test was used. Bar diagrams and Line graphs were drawn to make the results transparent.

Table I

Significance of mean difference between children of working and non-working mothers on academic achievement (Composite score).

Group	N	Mean	SD	t-value
Children of working mothers	50	389.56	6.20	2.96**
Children of non-working mothers	50	393.24	6.25	

Note:- ** → Significant at 0.01 level.

Table II

Significance of mean difference between children of working mothers (CWM) N=50 and children of non-working mothers (CNWM) N=50 on academic achievement subject-wise.

Subject	Group	Mean	SD	t-value
English	CWM	76.40	2.10	2.4*
	CNWM	77.44	2.30	
Mathematics	CWM	77.45	1.24	2.29*
	CNWM	78	1.24	
Science	CWM	80	1.25	1.66 NS
	CNWM	80.40	1.26	
Social Science	CWM	81.11	1.26	2.87**
	CNWM	81.80	1.27	
Urdu	CWM	75	1.22	2.22*
	CNWM	76	1.23	

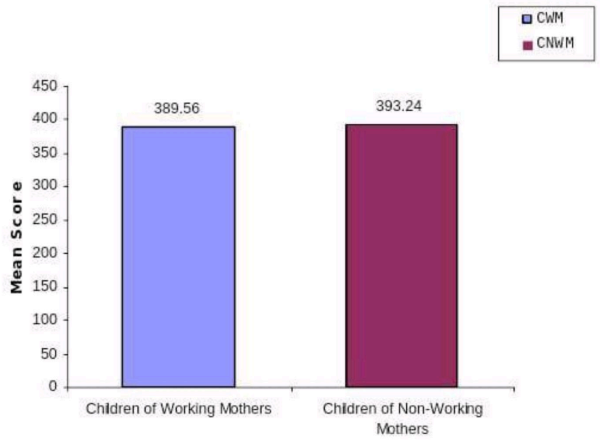

Fig. 01

Comparison between children of working mothers (N = 50) and children of non-working mothers (N = 50) on academic achievement (Composite score).

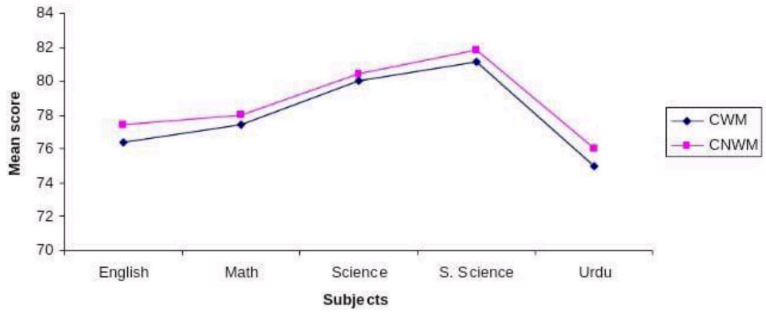

Fig. 02

Comparison between Children of Working Mothers (N = 50) and Children of Non-working Mothers (N = 50) on academic achievement (Subject wise).

DISCUSSION AND INTERPRETATION

The perusal of the *Table I* makes it clear that the mean score of children of working mothers (389.56) is lower than the mean score of the children of non-working mothers (393.24) on academic achievement (composite score). The obtained 't' value is significant at 0.01 level. This justifies that children of non-working mothers in comparison to children of working mothers are better in their academic achievement. The figure 01 also justifies our results. With the decline of joint family system in urban area and scarcity of servants, the problem is aggravating day by day. Even if the servants are available, the danger is that children's basic education is lowered in quality as the educated mother is replaced by uneducated servants. The results as presented in Table I on composite score of academic achievement of children of working and non-working mothers are further substantiated by figure 01 which shows a remarkable difference of academic achievement of children of working and non-working mothers.

The perusal of the *Table II* makes it clear that the mean score of children of working mothers (76.40) is lower than the mean score of the children of non-working mothers (77.44) on academic achievement in the subject of English. The obtained 't' value is significant at 0.05 level. This means that children of non-working mothers in comparison to children of working mothers are getting better scores in the subject (English).

The details of the *Table II* also makes it clear that the mean score of children of working mothers (77.45) is lower than the mean score of the children of non-working mothers (78) on academic achievement in the subject of (Mathematics). The obtained 't' value is significant at 0.05 level.

The *Table* also makes it clear that the mean score of children of working mothers (80) is lower than the mean score of the children of non-working mothers (80.40) on academic achievement in the subject of (Science). The obtained 't' value is not significant. The mean difference fails to arrive at any significant level. Therefore, no decisive decision can be taken about this factor.

The perusal of the *Table II* makes it clear that the mean score of children of working mothers (81.11) is lower than the mean score of the children of non-working mothers (81.80) on academic achievement in the subject of (Social Science). The obtained 't' value is significant at 0.01 level.

The details of the *Table II* makes it clear that the mean score of children of working mothers (75) is lower than the mean score of the children of non-working mothers (76) on academic achievement in the subject of (Urdu). The obtained 't' value is significant at 0.05 level.

CONCLUSION

It has been found that children of working and non-working mothers are significantly different on composite scores of academic achievement. The children of non-working mothers have shown academic excellence more than the children of working mothers.

The study has revealed that the mean score of the children of working mother is lower than the mean score of the children of non-working mothers in the subjects English, Mathematics Social-Science and Urdu.